

This year the IPLA Special Edition will be dedicated to best practices in the following curricular areas: *Reading, Math, Science, and Social Studies*. The focus of this issue is **Reading**. Distinguished Indiana school leaders have shared methods and strategies for improving reading strategies.

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## Effective Reading Instruction and the Indiana Reading First Initiative

*Jayma Ferguson, IREAD Director, IDOE*

Learning to read and read well helps children become more successful in later years. Capable readers are able to take advantage of school opportunities, develop invaluable confidence in their own abilities, and succeed in other subjects such as social studies, math, and science. On the other hand, children who do not learn to read well are much more likely to drop out of school and may be limited throughout their lifetime in employment opportunities.

Reading First is a federal initiative focusing on providing effective and meaningful support to states, districts, and schools to help all children become successful, fluent readers by the end of third grade. Title, I, Part B. Subpart 1 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act (NCLB) of 2001 authorizes Reading First. As the academic cornerstone of NCLB, Reading First recognizes the importance of both improving student reading achievement and implementing programs and strategies proven to be effective by scientifically based reading research findings. Unlike previous national reading programs, Reading First is a classroom-based effort for the most needy schools and districts. The size and the scope of the program are much larger than previous programs with an anticipated total State award amount of \$84 million over the next six years. Reading First also differs from earlier initiatives by establishing clear, specific expectations for what can and should happen for all students. Reading First legislation specifies that teachers' classroom instructional decisions must be informed by scientifically based reading research.

Scientifically based reading research (SBRR) is research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, instruction, and interventions. The criteria used to determine whether research findings meet the requirements include:

- Use of rigorous, systematic and empirical methods,
- Adequacy of the data analyses to test the stated hypotheses and justify the general conclusions drawn,
- Reliance on measurements or observational methods that provided valid data across evaluators and observers and across multiple measurements and observations, and
- Acceptance by a peer-reviewed journal or approval by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, high-quality, scientifically based reading programs must include effective instruction in the following components of reading instruction:



*(continued on page 6)*



# Roger Taylor

## *Motivation of Students, Whether At-Risk or Gifted*

**November 12, 2003  
from 8:30 AM to 4:00 PM**

**At the Sheraton Indianapolis Hotel and Suites Keystone at the Crossing**

This is an RSVP event. Please complete the registration form and return it with a \$50.00 check or P.O. made out to the IPLA Alumni Association.

**RSVP by October 15, 2003**

Name \_\_\_\_\_ IPLA Group Number \_\_\_\_\_

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Your fee of \$50.00 will cover your registration and cost of food at breaks. Hotel and lunch costs will be the participant's responsibility.

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## From Apathy to Aptitude:

### Adopting Reading-Writing Workshop to Develop Lifetime Literacy

Maria F. Janney, IDOE Consultant, Newburgh, Indiana

#### THE PROBLEM

Research in the past fifteen years has pointed to the serious concern of aliteracy, the phenomenon of able readers who choose not to read. In fact, aliteracy is a more widespread problem than illiteracy, the inability to read. Cramer and Castle (1994) report that an estimation of the number of United States illiterates is about 1 in 5; however, an estimate of the number of alliterates is 4 in 5. According to Woiwode (1992), approximately 60% of American adults have not read even one book upon leaving school (cited in Cramer & Castle, 1994).

In 1985 the National Institute of Education published its landmark Becoming a Nation of Readers which remains alarmingly applicable today. In addressing the growing problem of both aliteracy and illiteracy, the authors make several startling observations about current trends and practices in America's elementary and secondary schools. The very structure of language arts classrooms not only leaves the literacy issues unsolved but also seemingly exacerbates the problem. Specifically, daily independent reading time in schools averages only seven to eight minutes for primary grade children and fifteen minutes for intermediate grade children. Furthermore, the report notes that children spend nearly 70% of scheduled school reading time completing workbook pages and worksheets, not engaged in the act of reading itself.

Like the school day, homework assignments involve very little reading as well. Langer et al. (1990) note that combining all classes, 61% of eighth graders and 56% of twelfth graders reported reading fewer than ten pages each day (cited in Mikulecky, 1994). The NIE report also states that reading from books accounts for a startlingly low 1% of students' leisure time.

Mikulecky (1994) explains that certainly it is no wonder that a nation of adult aliterates exists when current students do very little reading as it is. He explains that the school structure is usually teacher-dominated and full of teacher-motivated reading purposes (i.e. to complete a worksheet or answer questions at the end of the chapter). In

his study of non-reading adolescents, he observed that students who did not read as sixteen year-olds actually digressed in skills and were better readers as fourteen year-olds. Undoubtedly, the lack of authentic reading and writing time inside and outside school as well as the organization of language arts instruction are critical points that need to be addressed.

#### ELEMENTS OF READING-WRITING WORKSHOP

In 1987 Nancie Atwell published the landmark guide to language arts instruction, In the Middle. In a revolutionary move, Atwell advocated a student-centered classroom and the removal of the traditional basal reader and teacher-directed activities such as worksheets and tests. Her workshop alternative stresses three main components: time, ownership, and response. Although these elements often are found in isolation in language arts classrooms, it is the combination of and total devotion to them that makes this approach an innovative means of literacy instruction.

As for the first component, time, the teacher gives the students meaningful amounts of class time every day to engage in independent reading as well as writing. Unlike popular recreational programs such as SSR (sustained silent reading) and DEAR (drop everything and read), silent reading in the reading workshop becomes the core of the reading program rather than an occasional, recreational diversion. Rather than having students complete a writing assignment completely outside of class, writing workshop gives the student time to develop his or her ideas in a focused environment with teacher support. By giving the majority of class time for authentic reading and writing activities, the teacher truly creates a workshop environment. Students learn to read by reading and learn to write by writing, and reading-writing workshop allows students a predictable time to do just that every day.

The second area, ownership, means the teacher does not dictate what students read and write, as is traditionally the case in the teacher-centered

classroom. Atwell (1987) insists, "If we want our adolescent students to grow to appreciate literature, another first step is allowing them to exert ownership and choose the literature they will read" (p. 161). With teacher guidance and approval, reading workshop students

select their own novels of appropriate reading levels and topics. Because the reading material is self-selected rather than assigned, and students are even encouraged to abandon books they do not like, there is a greater motivation to read. This component of choice certainly opens itself up to opposition, as it is often not the norm in English classrooms. However, Applebee (1989) reports that classroom novels taught currently are nearly identical to those taught in 1933 where very few have women or minority authors (cited in Bomer, 1995). Atwell urges moving away from this canon of removed literature and maintains that the extraordinary number of young adolescent novels written since 1970 provides a wonderful, meaningful curriculum for student reading. As for writing, rather than dictating to students what the topic of the week is, the teacher encourages her students to look for ideas in their own worlds. As students take ownership of their writing pieces, there is much more of a personal incentive to develop that writing to its greatest potential. Reading-writing workshop celebrates and welcomes students' varying interests, abilities, and experiences.

Response, the third component, removes worksheets, tests, and traditional book reports from the classroom. In workshop, students respond to their reading in ways that real, adult readers do—dialogue. In written dialogue journals, students reflect on their reading with topics including theme,



Maria F. Janney

(continued on page 7)





# Literacy and Learning for the 21st Century

*Troy Knoderer, Digital Age Literacy Initiative Coordinator, MSD Lawrence Township*

Today's students are "growing up digital." In a world of abundant, interactive, multimedia information, paper and pencil literacy is no longer adequate for students who have not known of a world without internet and instant messaging.

For the digital age, students must master a new set of skills to read, comprehend, analyze, and interpret information that may be presented through a variety of media including: graphs, charts, web pages, video/audio formats and print.

Within digital age literacy, reading and writing skills provide an important foundation; however, additional 21st Century Skills are necessary for students to succeed in a future very different from the past.

Lawrence Township has identified the following 21st Century Skills as those, in the context of rigorous academic standards, that will "fast forward" the district's mission statement of empowering students with the knowledge, skills, compassion and integrity needed to contribute and succeed as self-directed, lifelong learners in a competitive global community.

**Basic Literacy** – language proficiency (reading, writing, listening, speaking) using conventional or technology-based media

**Technological Literacy** – competence in the use of computers, networks, applications and other technological devices

**Visual Literacy** – The ability to decipher, interpret & express ideas using images, graphics, icons, charts, graphs and video

**Informational Literacy** – The competence to find, evaluate and make use of information appropriately

**Self-Direction** – The ability to set goals, plan for achievement, independently manage time and assess the quality of one's learning and products

**Higher-Order Thinking** – Processes of analysis, comparison, inference/interpretation, synthesis and evaluation

Refer to [www.ncrel.org/engage/skills/skills.htm](http://www.ncrel.org/engage/skills/skills.htm) for a complete list and description of the 21st Century Skills.

Before students can learn new digital age skills, teachers must master them themselves. Research supports that a coaching model of professional development is the most effective method to ensure that teachers learn, understand and apply new teaching strategies (Edwards & Green 1997, Joyce and Showers, 1980). Consequently, funded by a Lilly Endowment grant, 31 Lawrence Township teachers have been trained to serve as Digital Age Literacy coaches. They serve as the primary vehicle to assist teachers and principals in the understanding and classroom application of the 21st Century Skills. Within the school day, coaches have provided teachers the following types of opportunities to learn and practice the 21st Century Skills:

- workshops
- book clubs
- study groups
- model teaching
- action research
- individual coaching and consulting

As basic literacy is the key to across-the-board school improvement, the initial work of coaches and teachers has focused on building a solid foundation of reading and writing skills (Moats, 1999). Coaches and teachers have used the following resources, among others, to guide their teaching and learning:

## PROFESSIONAL DEVELOPMENT STUDY BOOKS FOR BASIC LITERACY

### Elementary Reading and Writing

*Strategies That Work* (Harvey and Goudvis)  
*Reading with Meaning* (Miller)  
*Mosaic of Thought* (Keene and Zimmerman)  
*On Solid Ground* (Taberski)  
*What Really Matters for Struggling Readers and Writers* (Allington)  
*Writing Workshop* (Fletcher and Portalupi)  
*The Art of Teaching Writing* (Calkins)

### Middle/High School Reading and Writing

*Teaching Reading in Middle School* (Robb)  
*I Read It, But I Don't Get It* (Tovani)  
*Illuminating Texts* (Bourke)  
*Writing Workshop* (Fletcher and Portalupi)  
*Writing Across the Curriculum* (Maxwell)  
*Best Practice: New Standards for Teaching and Learning in America's Schools* (Zemelman, Daniels and Hyde)  
*Teaching Reading in the Content Areas Series* (Billmeyer and Barton)

At the same time, Lawrence Township recognizes that reading and writing skills alone will ill-prepare students to thrive in today's society. Consequently, coaches and teachers have accessed a growing body of resources to support the integration of additional 21st Century Skills into classroom instruction:

## PROFESSIONAL DEVELOPMENT RESOURCES FOR 21ST CENTURY SKILL INSTRUCTION

*What Works – Enhancing the Process of Writing through Technology* (Lemke)  
*George Lucas Educational Foundation* ([www.glef.org](http://www.glef.org))  
*Visual Tools for Constructing Knowledge* (Hyerle)  
*Visual Literacy: Learn to See, See to Learn* (Burmark)  
*Classroom Instruction That Works* (Marzano, Pickering, Pollock)  
*A Guide to Authentic Instruction* (Newmann, Secada, Wehlage)  
*Nurturing Independent Learners* (Meichenbaum and Biemiller)

With basic literacy as only the foundation, the teaching and learning of the 21st Century Skills will equip students with the necessary knowledge and



skills to contribute and succeed as self-directed, lifelong learners in today's digital age society.

More information regarding the 21st Century Skills may be accessed at [www.metiri.com](http://www.metiri.com) or [www.ncrel.org/engage/](http://www.ncrel.org/engage/). For additional information about Lawrence Township's implementation of the 21st Century Skills, contact Troy Knoderer, Digital Age Literacy Initiative Coordinator at [troyknoderer@msdlt.k12.in.us](mailto:troyknoderer@msdlt.k12.in.us) or Leona Jamison, Director of Professional Development, at [leonajamison@msdlt.k12.in.us](mailto:leonajamison@msdlt.k12.in.us).

#### References:

- Edwards, J.L. and K.E. Green. 1997. *The Effects of Cognitive Coaching on Teacher Efficacy and Empowerment*. Evergreen, Co: Research Report No. 1997-1
- Joyce, Bruce and Beverly Showers. 1980. Improving in-service training; the messages of research. *Educational Research*. (February 1980), 379-385
- Lemke, Cheryl. *Twenty-First Century Skills*. (Online) [www.ncrel.org/engage/skills/skills/htm](http://www.ncrel.org/engage/skills/skills/htm).
- Moats, Louisa C. 1999. *Teaching Reading is Rocket Science*. Washington D.C: American Federation of Teachers.

## QUOTE CORNER

*If you can  
read this,  
thank a teacher.*

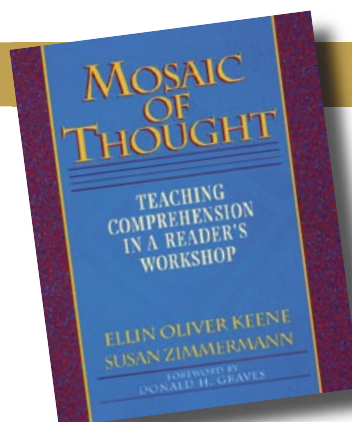
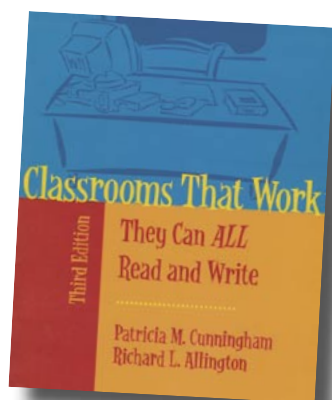
Anonymous Teacher

## BOOKS FOR LEADERS

### Classrooms that Work: They Can All Read and Write

*By Patricia Cunningham and Richard Allington*

Now in a revised and updated third edition, *Classrooms That Work* by Patricia M. Cunningham (Professor of Education, Wake Forest University, Winston-Salem, North Carolina) and Richard L. Allington (Irvin and Rose Fien Professor of Education, University of Florida) is a solid, practical no-nonsense guide to creating a positive educational environment in both public and private schools, with emphasis on teaching literacy in first through sixth grades. The authors offer useful strategies and techniques for helping children learn including cross-checking, means of accurately assessing reading skill, multilevel guided reading, and much more. *Classrooms That Work* is a superb resource for teachers and concerned parents seeking to improve the quality and learning atmosphere of the formal and informal classroom setting. — *Midwest Book Review*



### Mosaic of Thought

*By Ellin Keene and Susan Zimmermann*

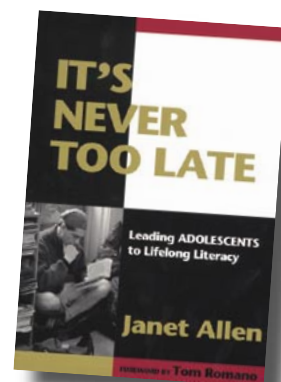
**M**osaic of Thought proposes a new instructional paradigm focused on in-depth instruction in the strategies used by proficient readers.

The authors take you beyond the traditional classroom into literature-based, workshop-oriented classrooms. Through vivid portraits of these remarkable environments, you see how instruction looks in dynamic, literature-rich reader's workshops. As the students connect their reading to their background knowledge, create sensory images, ask questions, draw inferences, determine what's important, synthesize ideas, and solve problems, they are able to construct a rich mosaic of meaning.

### It's Never Too Late: Leading Adolescents to Lifelong Literacy

*By Janet Allen*

**I**t's Never Too Late is a research chronicle that offers not only proven methods but also inspiration. Anyone working with "at-risk" students will find here a reflection of their own experiences, plus thoughtful and creative strategies for making those experiences positive ones.







(continued from page 1)

**Phonemic Awareness**—The ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

**Phonics**—The understanding that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spelling that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

**Vocabulary Development**—Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary development: listening, speaking, reading, and writing.

**Reading Fluency**—Ability to read text accurately and quickly. Fluency provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

**Reading Comprehension Strategies**—Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

A review of the research indicates that successful reading programs using the five components of reading are based on a solid foundation of teachers' knowledge, commitment to scientific research-based instructional practices, early and ongoing assessments that are reliable and valid, and an educational environment focused on literacy and supportive of teacher's ongoing professional development. The National Research Council Report, *Preventing Reading Difficulties in Young Children* (1998), states that:

**“The critical importance of the teacher in the prevention of reading difficulties must be recognized, and efforts should be made to provide all teachers with adequate knowledge about reading and the knowledge and skill to teach reading or its developmental precursors. It is imperative that teachers at all grade levels understand the course of literacy development and the role of instruction in optimizing literacy development”** (p. 6).

During the six year implementation of the Reading First program, Indiana will develop strong, scientifically based reading programs in eligible districts and schools. At the same time, the initiative will work to change the status quo of all children in kindergarten through grade three by supporting statewide professional development in scientifically based reading research. The Indiana Reading First Initiative will achieve these outcomes by:

- Ensuring that K-3 teachers, including special education teachers, learn about effective reading instruction and activities based on scientifically based reading research (SBRR) and have the skills needed to teach reading effectively;
- Assisting districts and schools in identifying instructional materials, programs, strategies, and approaches based on scientifically based reading research and aligned to the Indiana Academic Standards;
- Ensuring that all programs, strategies, and activities proposed and implemented in kindergarten through third grade Reading First classrooms



meet the criteria for scientifically based reading research; and

- Assisting districts and schools in the selection and administration of screening, diagnostic, and classroom based instructional reading assessment with proven reliability and validity, in order to measure where students are, monitor their progress, and tailor instruction to meet individual reading needs.

Professional development statewide will assist all school districts as they support teachers and administrators in developing an understanding of scientifically based reading research (SBRR) that targets improved reading achievement. At this time, teachers and administrators will become familiar with instructional practices supporting the five essential components of reading and the progression in which they should be taught, why some children have difficulty learning to read well, and learn how to administer, apply, and interpret assessments of student progress.

#### Resources:

Center for the Improvement of Early Reading Achievement. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: The Partnership for Reading.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

National Research Council. (1998) *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

No Child Left Behind Act of 2001. HR1, 107<sup>th</sup> Congress. (2001). Retrieved January 4, 2002 from <http://www.ed.gov/inits/ncib/index.html>

## MARK YOUR CALENDAR!

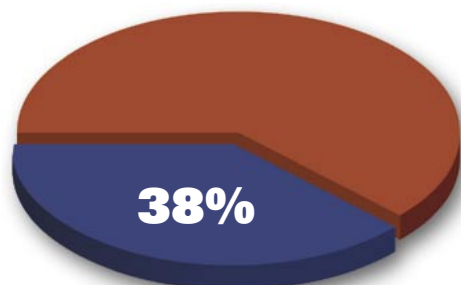
**2003 EDUCATION SUMMIT - November 20, 2003**  
**Sponsored by Career & Technical Education, Div. of IDOE**  
**Adam's Mark Hotel - Indianapolis Airport**

From No Child Left Behind and P.L. 221 to the Core 40 Diploma and the “P-16 Action Plan” under consideration by Indiana’s Education Roundtable, schools are gearing up for major changes. Is it possible to meet accountability measures for student achievement and still allow students to choose electives that address other interests, skills, and talents? What strategies and models can educators use to keep students engaged in learning and prepared for multiple options after graduation?

Join us in November when Mark Reardon, author of *Quantum Teaching: Orchestrating Student Success*, leads a thought provoking summit examining career and technical education as a means of increasing student achievement and enrollment in postsecondary education. Registration materials are coming soon!



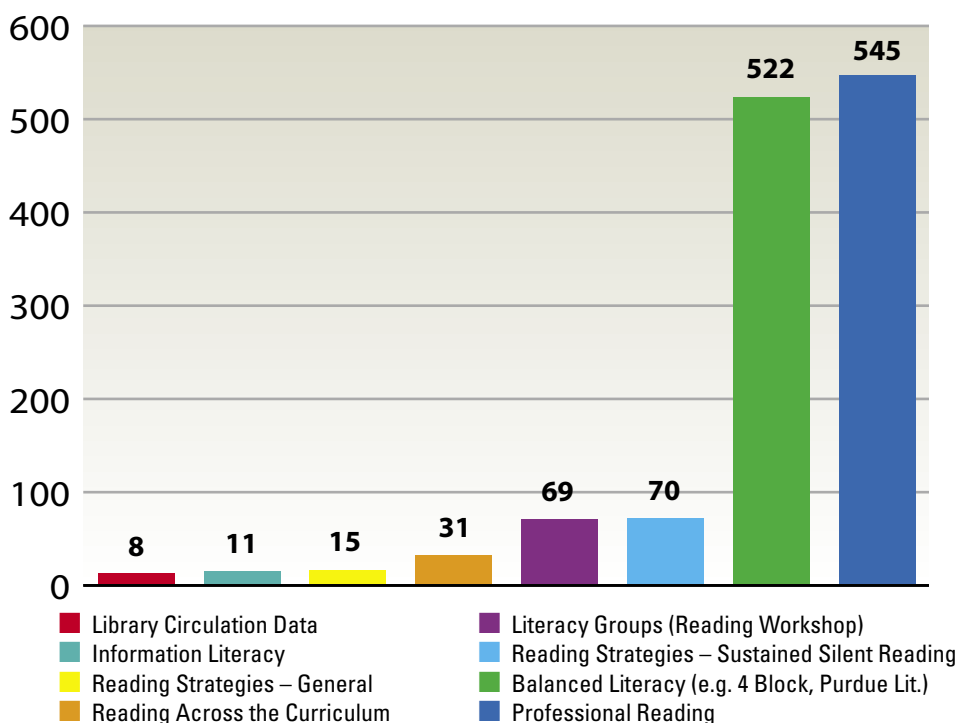
## Public Schools With a Reading Goal



Out of 1,973 schools, 749 (or 38%) have reading goals.

To the right is data gathered from the Indiana Department of Education as to public schools that have utilized reading goals as part of their P.L. 221 plans. All data is taken from the October 1, 2002 reporting date.

## Types of Reading Goals



(continued from page 3)

characterization, guesses on authors' intentions, and connections between the book and their lives. Student-to-student dialogues and classroom sharing of novels provide for assessment rather than using tests and quizzes. In the area of writing, the teacher is no longer the sole audience with her ready red pen. Rather, all writings that are taken to a final draft (by the student's choice) are shared with peers for revising and editing suggestions. A final part of response includes the teacher meeting with several students individually or in small groups each day. These conferences include reviewing the student's progress, examining portfolio contents that show growth, and setting new goals (Nagy et al., 2000). Atwell's program creates an environment where response to reading and writing is meaningful.

## IMPLICATIONS FOR CLASSROOM TEACHERS

The current state of literacy challenges language arts teachers to make significant changes in current practices in their instruction. Traditional classroom practices do little to create a positive atmosphere for reading and writing, and in many cases, even promote (albeit

unintentionally) a community of non-readers and non-writers. Workshop, though, places the acts of pleasurable reading and personal writing as the central activities. English class is no longer full of worksheets, teacher lectures, circling verbs, and multiple choice quizzes but authentic practice in reading and writing.

Teachers need to emphasize and include the three components of time, ownership, and response in their curriculum. This challenge requires the teacher to step out of her role as disseminator of information and become a facilitator and model. Atwell (1998) maintains, "A new set of priorities for the secondary English curriculum emerges. Pleasure. Fluency. Involvement. Insight. Appreciation. Initiative" (p. 30). By giving students meaningful amounts of time for reading and writing, allowing students to make choices, and valuing their personal responses, teachers can create a language arts classroom that develops, supports, and even celebrates literacy.

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# C A L E N D A R

### **October 9-10 and November 3-4**

Brain Compatible Learning Workshop

(open to all educators - see application on IPLA web site)

### **November 6-7 and January 23**

Test Data – Now What? Workshop

(open to all educators - see application on IPLA web site)

**November 12** Roger Taylor – Motivating Students Whether  
at Risk or Gifted, Sheraton Indianapolis Hotel and Suites

**November 12-13** Groups 39 and 40 Sessions  
Sheraton Indianapolis Hotel and Suites

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